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ABSTRACT

Holland's Self-Directed Search (SDS) was used as a tool for comparing the typical personalities of full- and part-time adult basic education (ABE) teachers, the correlation between interclass and intraclass relationships of the six personality types for full- and part-time ABE teachers, and the correlation between personality type and job satisfaction among ABE teachers. Of the 1,918 of Texas's ABE teachers who were given survey instruments, 911 returned usable forms. According to Holland's hierarchy of traits, the Texas teachers turned out to be social, enterprising, and conventional (SEC). The hierarchy was essentially the same for full- and part-time teachers, the only difference being that order of the three-trait code was reversed for teachers' aides (social, conventional, enterprising for the aides versus social, enterprising, conventional for the other part-time instructors). The interclass and intraclass relationships among the six personality types showed a high level of correlation, and the full- and part-time teachers expressed the same level of satisfaction with working in an adult basic education program. Neither was their any significant difference in the Holland SEC code among those ABE teachers who were satisfied with their jobs and those who were not. It was recommended that persons using Holland's SDS to screen candidates for ABE teaching positions consider only the first two letters, giving preference to individuals whose two most dominant traits appear to be social and enterprising. (MN)

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THE HOLLAND SDS PERSONALITY CODES FOR ADULT BASIC EDUCATORS IN TEXAS

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Purpose of the Study: The purpose of this study was to determine the Holland three-letter personality code for a sample of adult basic educators in Texas using Holland's Self-Directed Search (SDS). In addition, there were three sub-purposes: 1) to determine the degree of agreement between the SDS codes of full-time and part-time Texas adult educators and the Holland occupational code for adult educators; 2) to determine the correlation between the inter-class and the intra-class relationships of the six personality types for full-time and part-time Texas adult educators; and 3) to identify the significant differences in the SDS codes for those adult educators who were satisfied in the field of adult education and those who expressed a dissatisfaction or a desire to make a career change.

Review of the Literature: A review of the literature revealed no studies of adult educators which identified their Holland personality types based on field study. The review also indicated that Holland's SDS could be used in this type of study.

Holland (1977) and Gottfredson, Holland, and Ogawa (1982) extrapolated three-letter occupational codes for adult educators based on elaborate formulae applied to the definition of an adult educator in the Dictionary of Occupational Titles (DOT) (1977). The three-letter code for this group derived by Holland and listed in the Occupations Finder (1977) was SIA (Social, Investigative, Artistic). It was superseded by Gottfredson, Holland, and Ogawa (1982) in the Dictionary of Holland Occupational Codes (DHOC) using another extrapolation formula and arriving at SER (Social, Enterprising, Realistic) as the code.

Procedure: In order to address the purpose and sub-purposes stated above, this study administered the SDS in a field exercise to determine the Holland three-letter personality code for adult educators in Texas. To the 3,163 total

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adult educators, 1,918 instruments were distributed. Participants represented each of the fifty-five Texas Education Agency (TEA) adult education co-ops plus the TEA staff. Data were gathered at inservice workshops, through mailouts to co-op directors and to individuals, and through mailing lists furnished by co-op directors or by TRENDS. There were 911 usable returns obtained. The data gathered were used to answer nine research questions.

Findings: Based on the data gathered in this study, the following findings about Texas adult educators are presented:

1. The three-letter Holland code for Texas adult educators was SEC (Social, Enterprising, Conventional). The six letter hierarchy of the Holland personality types for Texas adult educators (n = 911) was SECAIR (Social, Enterprising, Conventional, Artistic, Investigative, Realistic). As Holland (1986) and Gottfredson (1986) both stated, the first letter of the three-letter code is the most important followed by the second letter. The third letter is the least important of the three, and it is unlikely that this letter will be consistent throughout any one group (Gottfredson, 1986). However, in this study Conventional (C) as the third letter was most prevalent.

2. Using the Iachan Index (1984), the degree of agreement between the Texas adult education Holland code and the SER code for adult educators in the United States was a "very close match." By applying the Zener and Schnulle Index (1976), 45 percent of the Texas adult educators had SEC or a combination of the three letters as their Holland code. Applying the Rule of Intra-Occupational Variability (Holland and Holland, 1977), the SEC was the only combination of the Holland three-letter code which scored 75 percent or better.

3. The three-letter Holland code for full-time Texas adult educators was SEC. The hierarchy of Holland personality types for full-time Texas adult educators (n = 117) also was SECAIR. In terms of means, the Artistic (A) and the Investigative (I) scores were very close and could be reversed. The mean scores for the Realistic (R) type consistently placed as the last ranked personality type for this group.

4. There was no significant difference between the Holland codes for the four roles full-time Texas adult educators perform in adult education and the Holland occupational code for Texas adult educators as a whole. Full-time adult education administrators and teachers had SEC as their

Holland code, but the teacher aides exhibited SCE, the same as the SDS occupational code for teacher aides in the DHOC. The counselor group showed CSE. These last two subgroups, however, were too small to denote a trend.

5. The degree of agreement between the full-time Texas adult educator Holland code of SEC and the SER occupational code for adult educators was a "very close match." An impressive 91.5 percent of this group had codes which began with either S, E, or C.

6. Full-time Texas adult education administrators (n = 45) comprised nearly 50 percent of the administrators in the state-wide program. Full-time Texas adult education teachers (n = 53) produced only 7.4 percent of the adult education teachers in the state. Full-time teacher aides (n = 15) accounted for 22.1 percent of the teacher aides in the program, and only one in five of the counselors in the program were full-time (n = 4).

7. The three-letter Holland code for part-time Texas adult educators (n = 794) was SEC.

8. There was no significant difference between the Holland codes for the four roles part-time Texas adult educators perform in adult education and the Holland occupational code for Texas adult educators, with one exception: teacher aides. Even then the Holland code for this group used the same three letters only in another order: SCE instead of SEC. The SDS occupational code from the DHOC for this group was a perfect match: SCE.

9. There was no significant difference in Holland codes for the primary job categories of part-time Texas adult educators and the occupational code for adult educators except for homemakers (SEA) and teacher aides (SCE). Two of the primary job categories of part-time Texas adult educators had a Holland code of SEC/A: postsecondary teachers and persons in social services.

10. The degree of agreement between the part-time Texas adult educator Holland code of SEC and the SER occupational code for adult educators was a "very close match," and 83.7 percent of this group had codes which began with any of the three letters SEC.

11. The inter-class and intra-class relationships among the six personality types for Texas adult educators show a high level of correlation between SE, EC, EA, SA, RI, EI, SC, and IA.

12. Part-time adult educators seem to express the same level of satisfaction working in adult education as full-time adult educators.

13. There was no difference in the SEC Holland code for Texas adult educators who expressed satisfaction for working in adult education from those who expressed dissatisfaction.

14. There was no difference in the SEC Holland code for Texas adult educators who expressed an interest in changing careers to adult education and those who stated that they would change to another area of education or to a field outside of education.

Conclusions: Based on the data and findings of this study, the following conclusions can be drawn:

1. The SER occupational code for adult educators listed in the Dictionary of Holland Occupational Codes (DHOC) (1982) is incorrect, as is the earlier SIA code listed in the Occupations Finder (1977). The Holland occupational code for adult educators should be SEC. Since the Dictionary of Holland Occupational Codes (DHOC) states that "some occupations heretofore classified as Realistic [R] might appropriately be classified as Conventional [C]" (Gottfredson, Holland, and Ogawa, 1982:491), the SER code for adult educators may be one of those codes erroneously classified. Regardless of the reasons, the SEC code derived from this field study and based upon a representatively large sample population should have more validity than an extrapolation based entirely on occupational analysis data.

2. Those who use the SDS for screening adult educators should consider only the first two letters of the three-letter code. Potential adult educators should score S (Social) as their dominant personality type in order to expect some chance of success. The E (Enterprising) should score high in their profile, preferably second in the hierarchy. The third letter could be either C (Conventional), A (Artistic), or even I (Investigative) in their three-letter code. Those who find R (Realistic) in a high or dominant position in their Holland code should be cautious of entering this field because it consistently ranked last in this study.

3. Adult educators could be recruited from public school and community college environments since, according to the DHOC, their Holland codes are also SEC.

4. There is no indication from this study that successful adult educators come from any particular full-time job category.

5. This study shows that, like Morrow (1971) and Gilbride (1973), there is no difference in satisfaction between congruent and incongruent groups in the Social (S) environment.

6. The chances are that those adult educators who are surveyed on their full-time job outside of adult education or on their part-time adult education job will answer the questions with the same responses.

7. If this sample is indicative of the state adult education program, Texas is relying heavily on part-time personnel. However, there is no indication that this is lessening the effect of the program.

8. The educational qualifications of eighty percent of the part-time and full-time adult educators in Texas meet or exceed the basic requirements of those set by TEA or those being proposed.

9. Due to the large number of participants requesting information about their individual SDS codes and how to interpret them, it can be concluded that adult educators in Texas are interested in this type of research.

Recommendations: The results of this study have provided implications for further study and for improvements to the methodology. These recommendations are as follows:

1. This study should be replicated for the approximately 350 adult educators who teach and are administrators in the Texas Department of Corrections (Murray, 1986).

2. This study should be replicated for the volunteers who work in the adult basic education programs within the state.

3. This study should be replicated for the community educators who are working in the community education programs within the state.

4. This study should be replicated for the persons engaged in adult educational activities within Texas businesses and industries.

5. The findings of this study and the SEC personality code for adult educators in Texas should be

incorporated into the proposed revisions of the Guidelines for Adult Education Programs in Texas as suggested personality types to look for when recruiting adult educators for the state program.

6. Based on this field study, Holland should consider changing the three-letter occupational code for adult educators to SEC in future revisions of the Occupations Finder. Gottfredson, Holland, and Ogawa should consider changing the three-letter SER code for adult educators to SEC in future revisions of the Dictionary of Holland Occupational Codes (DHOC).

7. The Department of Labor should consider revising its definition of adult educator in future editions of the Dictionary of Occupational Titles (DOT) by distinguishing between: adult educator, basic skills; adult educator, community education; adult educator, vocational training; and adult educator, business and industry.

8. If this study is to be replicated, the following recommendations should be considered:

A. Restrict the instrument to one page printed front and back.

B. Enclose a stamped or postage paid, self-addressed envelope with each instrument.

C. If information about full-time job is requested, specifically ask for courses taught by teachers.

D. Obtain information about the specific types of degree and major field held by participants. The Holland SER occupational code pertains to a general category of educators. There are many Holland codes listed for teachers/administrators in specific teaching fields.

E. If mailing lists are used, the chances of return are greater from those furnished by co-op directors or persons with direct contact with the sample group rather than those from large organizations such as TRENDS.

F. When the co-op director is directly involved in the data collection process, the rate of returns and the significance of the exercise is greatly enhanced.

G. Where practical, collect the data personally.

H. When collection of data is to be accomplished at workshops, the rate of return is greater and the

experience has more meaning if the administration of the instrument becomes an integral part of the program.

I. Get an endorsement for the study from the organization or administrative body which governs the network through which the study is to be conducted, i. e., Texas Education Agency, Division of Community Education; Texas Department of Corrections; or TRENDS.

J. Include a question on the survey form which asks if the participant holds a state-issued teaching, counseling, or administrative certificate and the field it is in.

K. Ask if the participants have taken and passed the Texas Examination of Current Administrators and Teachers (TECAT).

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